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ABSTRACT

A study examined the effectiveness of the Title I Middle School Summer program that provided students at two middle schools in the Columbus, Ohio public school district with background experiences to help them connect learning to living. Mathematics and literacy lessons were developed around travel experiences to museums, zoos, baseball games, Sea World, and German Village. The program also featured a parent component. Pupils attended the program 3 days a week for a total of 12 days during the 4-week program. Of the 45 pupils in grades 5 or 6 served, 43 (95.6%) met the attendance criterion for inclusion in the treatment group. Results indicated that (1) 90.7% of the pupils in the treatment group displayed at least two problem solving strategies; (2) 88.4% of the treatment group displayed at least 2 literacy strategies; (3) 90.7% used at least 2 types of available technology; (4) 95.3% displayed at least 2 of the positive attitudes toward learning behaviors; and (5) 56 different parents or guardians were involved in the program. Findings suggest that the program should be expanded; a follow-up study should determine how successful the summer program pupils are in the regular school-year program; and every effort should be made to include more parents in the program, especially in the area of planning. (Contains 6 figures of data. A data collection form is attached.) (RS)

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ED 388 945

TITLE I

FINAL EVALUATION REPORT

MIDDLE SCHOOL SUMMER PROGRAM

1995

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FINAL EVALUATION REPORT
MIDDLE SCHOOL SUMMER PROGRAM
1995

Executive Summary

Program Description: The purpose of the Title I Middle School Summer Program (Learning On The Go) was to provide students with background experiences to help them connect learning to living. To accomplish this purpose, the program focused on travel experiences that connect learning with real life, including trips to German Village in Columbus, the National African-American Museum in Wilberforce, the Ohio Caverns, Piatt Castle, the rainforest at the Cleveland Metropolitan Zoo, Sea World, and a baseball game at Jacobs Field in Cleveland. Mathematics and literacy lessons were developed around the travel experiences to: promote higher order, critical thinking skills; build background knowledge by offering real life experiences which connect to reading, writing, and math expectations for middle school students; promote a feeling of comfort for fifth grade students moving into the middle school setting; develop real life situations which create opportunities for student-student and student-teacher interaction; motivate students by providing interesting activities which promote reading, writing, math and other content area skills; improve social skills and help students develop appropriate behavior in various situations; and provide cooperative learning activities which allow all students to be successful.

Two schools (Mohawk and Starling Middle Schools) were chosen as sites for the Title I Middle School Summer Program. Up to 24 pupils in grades 5 and 6 could participate in the program at each site. The pupils chosen for each site were taught by a team of four teachers. In addition to the classroom reading and writing instruction, the program also featured a parent component. The parents/guardians of program pupils were asked to attend two meetings at the site where their children attended the program.

Time Interval: The program began on July 11 and ended on August 3, 1995. Pupils attended the program three days a week for a total of 12 days during the four week program. The hours of attendance each day varied depending on the particular activities for the day. Pupils included in the final analyses for Desired Outcomes 1-4 must have attended the program at least 50 percent of the possible days of instruction (at least 6 days during the program).

Activities: Daily lessons included: map studies to identify travel locations, routes, and distance; research activities; book talks; cooperative writing experiences; journal keeping; oral sharing of daily activities; site visitations; guest speaker presentations; and problem solving activities.

Evaluation Design: The evaluation design included four desired outcomes: (1) throughout the instructional period at least 50 percent of the pupils who attend the program at least 50 percent of the instructional days will display evidence of using at least two problem solving strategies to the satisfaction of the Title I Middle School Summer Program teacher; (2) throughout the instructional period at least 50 percent of the pupils who attend the program at least 50 percent of the instructional days will display evidence of using at least two literacy strategies to the satisfaction of the Title I Middle School Summer Program teacher; (3) throughout the instructional period at least 50 percent of the pupils who attend the program at least 50 percent of the instructional days will display evidence of using at least two of the available technology indicators to the satisfaction of the Title I Middle School Summer Program teacher; and (4) throughout the instructional period at least 50 percent of the pupils who attend the program at least 50 percent of the instructional days will display evidence of using at least two of the positive attitudes toward learning indicators to the satisfaction of the Title I Middle School Summer Program teacher.

Major Findings: During the Title I Middle School Summer Program, a total of 45 pupils were served. The average days scheduled (enrollment) was 11.51 days per pupil and the average days served (attendance) was 10.40 days per pupil. Enrollment and attendance data were used to determine if a pupil was included in the treatment group for program analyses. Of the 45 pupils served, 43 (95.6%) pupils attended the program the necessary 50 percent of the instructional period and were included in the treatment group. These 43 treatment group pupils averaged 11.56 days of scheduled attendance and 10.72 days of service.

Desired Outcome 1 stated that at least 50 percent of the treatment group pupils would display evidence of using at least two problem solving strategies to the satisfaction of the program teachers. Of the 43 pupils in the treatment group, 39 (90.7%) displayed at least two problem solving strategies, indicating the desired outcome was met. Desired Outcome 2 stated that at least 50 percent of the treatment group pupils would display evidence of using at least two literacy strategies to the satisfaction of the program teachers. Of the 43 pupils in the treatment group, 38 (88.4%) displayed at least two literacy strategies, indicating the desired outcome was met. Desired Outcome 3 stated that at least 50 percent of the treatment group pupils would display evidence of using at least two of the available technology indicators to the satisfaction of the program teachers. Of the 43 treatment group pupils, 39 (90.7%) used at least two types of available technology, indicating the desired outcome was met. Desired Outcome 4 stated that at least 50 percent of the treatment group pupils would display evidence of using at least two of the positive attitudes toward learning indicators to the satisfaction of the program teachers. Of the 43 treatment group pupils, 41 (95.3%) displayed at least two of the positive attitudes toward learning behaviors, indicating the desired outcome was met. (See Desired Outcome Collection Form attached to this report for specific desired outcome behaviors, indicators, and attitudes.)

Parent involvement information showed that 56 different parents or guardians were involved in the program and that 142 contacts were made by these individuals. Most parent contact involved individual conferences (74 contacts) and group meetings (59 contacts), but no parents were involved in planning.

Recommendations:

Based on the evaluation results, it is recommended that the Title I Middle School Summer Program be offered again during the summer of 1996. With that in mind, the following recommendations are presented:

1. If funding is available, the program should be expanded to provide the opportunity for more pupils to participate in the summer program.

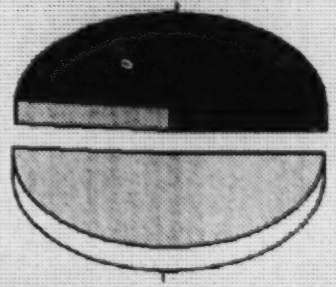
2. A follow-up study should be conducted during the 1995-96 school year to determine how successful (both academically and socially) the summer program pupils are in the regular school-year program. Program developers should explore whether the knowledge gained and attitudes toward learning developed during the summer program carry-over and continue to develop during the regular school year.

3. Every effort should be made to include more parents in the program, especially in the area of planning. Parent understanding of how to assist their children in becoming more literate and better problem solvers is essential to the academic achievement of young people.

1995 TITLE I MIDDLE SCHOOL SUMMER PROGRAM

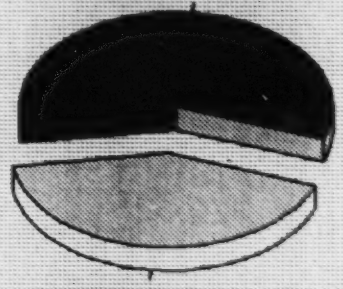
DEMOGRAPHICS FOR ALL PUPILS SERVED

GRADE FIVE PUPILS
N=22 48.9%



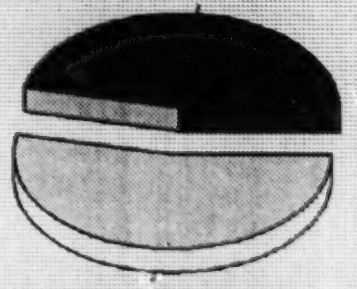
GRADE SIX PUPILS
N=23 51.1%

NON-BLACK
N=26 57.8%



BLACK
N=19 42.2%

MALE
N=21 46.7%



FEMALE
N=24 53.3%

TOTAL PUPILS SERVED (N=45)

FIGURE 1

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Middle School Summer Program

Desired Outcome Results

- Desired Outcome 1: Throughout the instructional period at least 50 percent of the pupils who attend the program at least 50 percent of the instructional days will display evidence of using at least two problem solving strategies to the satisfaction of the Title I Middle School Summer Program teacher.

- Desired Outcome 2: Throughout the instructional period at least 50 percent of the pupils who attend the program at least 50 percent of the instructional days will display evidence of using at least two literacy strategies to the satisfaction of the Title I Summer Program teacher.

- Desired Outcome 3: Throughout the instructional period at least 50 percent of the pupils who attend the program at least 50 percent of the instructional days will display evidence of using at least two of the available technology indicators to the satisfaction of the Title I Middle School Summer Program teacher.

- Desired Outcome 4: Throughout the instructional period at least 50 percent of the pupils who attend the program at least 50 percent of the instructional days will display evidence of using at least two of the positive attitude toward learning indicators to the satisfaction of the Title I Middle School Summer Program teacher.

- The following charts (Figures 2-5) present the analyses of the number and percent of treatment group pupils who met the performance criterion for Desired Outcomes 1-4. The charts indicate the number of pupils in each treatment group, number of pupils meeting the performance criterion, and the percent of pupils meeting the performance criterion for each desired outcome.

- Summary statements for pupils served in the Title I Middle School Summer Program:
  - > Of the 45 pupils served, 43 (95.6%) met the attendance criterion to be included in the Desired Outcomes 1-4 treatment group.
  - > Of the 43 treatment group pupils, 39 (90.7%) met the performance criterion for Desired Outcome 1, indicating the desired outcome was achieved.
  - > Of the 43 treatment group pupils, 38 (88.4%) met the performance criterion for Desired Outcome 2, indicating the desired outcome was achieved.
  - > Of the 43 treatment group pupils, 39 (90.7%) met the performance criterion for Desired Outcome 3, indicating the desired outcome was achieved.
  - > Of the 43 treatment group pupils, 41 (95.3%) met the performance criterion for Desired Outcome 4, indicating the desired outcome was achieved.

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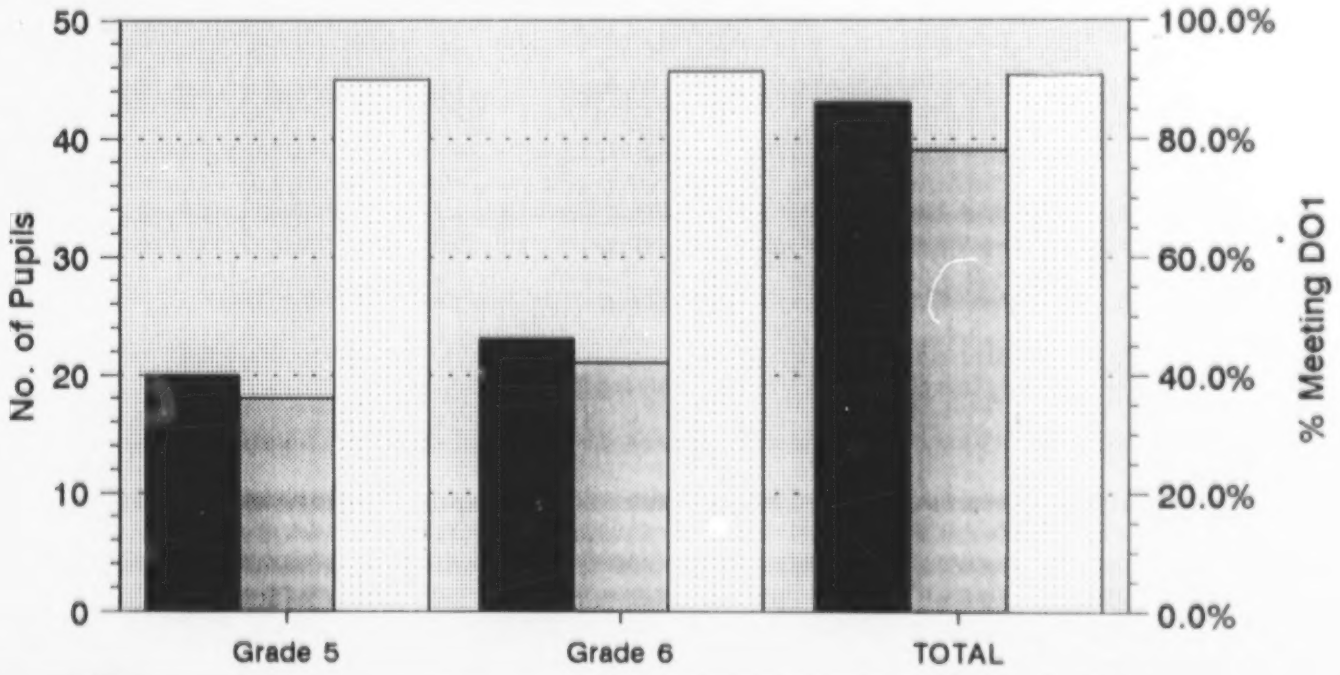
Desired Outcome 1: Problem Solving Strategies
Number and Percent of Pupils Who Met Criterion by Grade Level



	Grade 5	Grade 6	TOTAL
No. in Treatment DO1	20	23	43
No. Meeting DO1	18	21	39
% Meeting DO1	90.0%	91.3%	90.7%

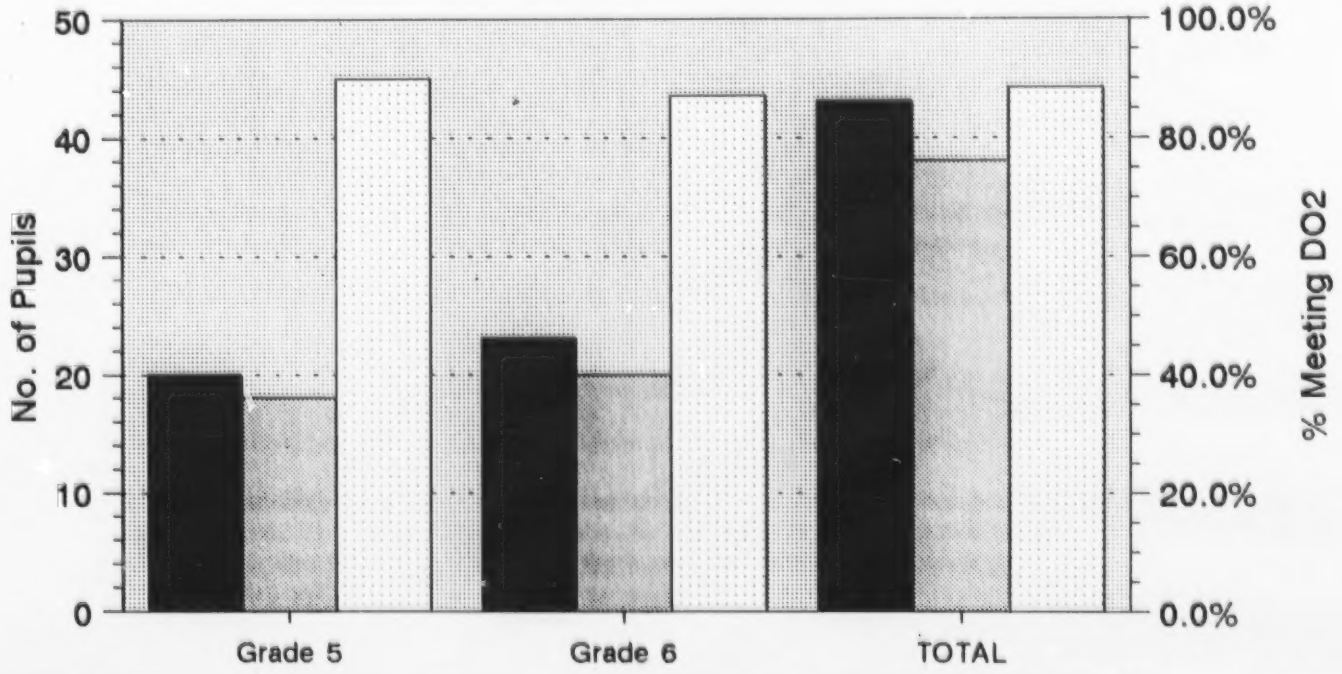
FIGURE 2

Of the 45 total pupils served, 43 (95.6%) met the attendance criterion to be included in the treatment group.

1995 TITLE I MIDDLE SCHOOL SUMMER PROGRAM

Desired Outcome 2: Literacy Strategies

Number and Percent of Pupils Who Met Criterion by Grade Level



	Grade 5	Grade 6	TOTAL
No. in Treatment DO2	20	23	43
No. Meeting DO2	18	20	38
% Meeting DO2	90.0%	87.0%	88.4%

FIGURE 3

Of the 45 total pupils served, 43 (95.6%) met the attendance criterion to be included in the treatment group.

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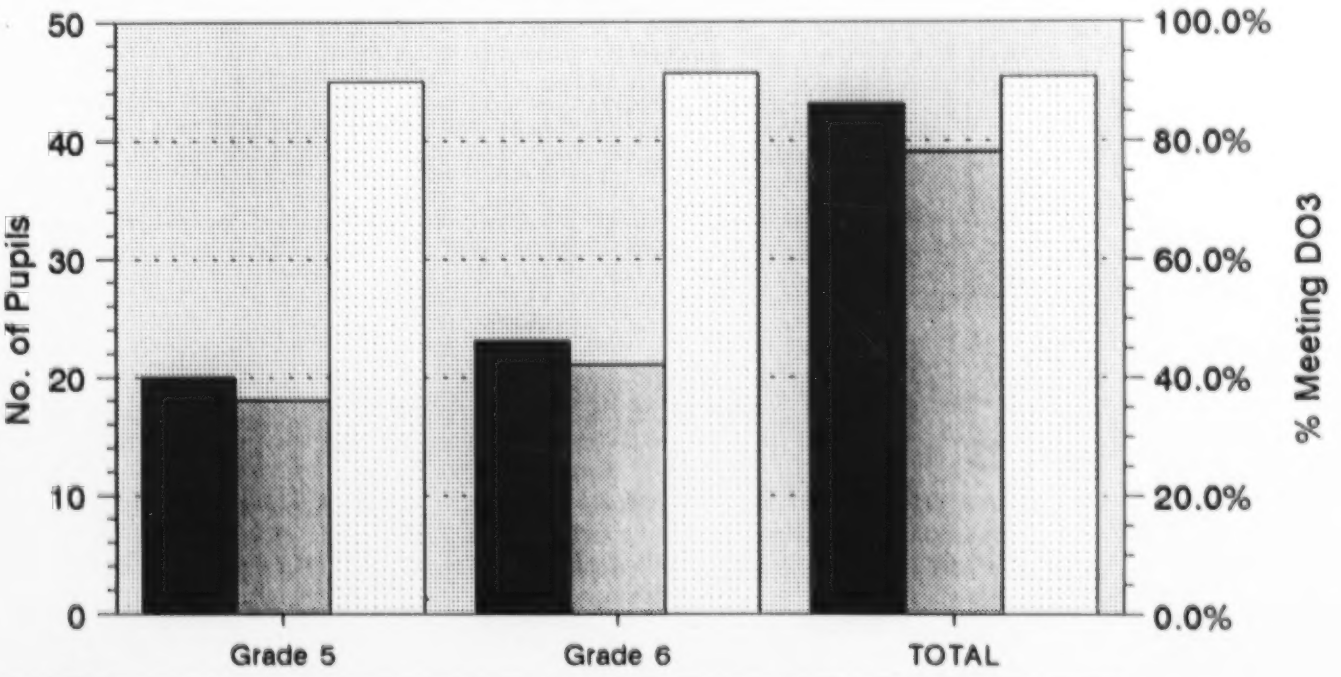
Desired Outcome 3: Technology Indicators

Number and Percent of Pupils Who Met Criterion by Grade Level



	Grade 5	Grade 6	TOTAL
No. in Treatment DO3	20	23	43
No. Meeting DO3	18	21	39
% Meeting DO3	90.0%	91.3%	90.7%

FIGURE 4

Of the 45 total pupils served, 43 (95.6%) met the attendance criterion to be included in the treatment group.

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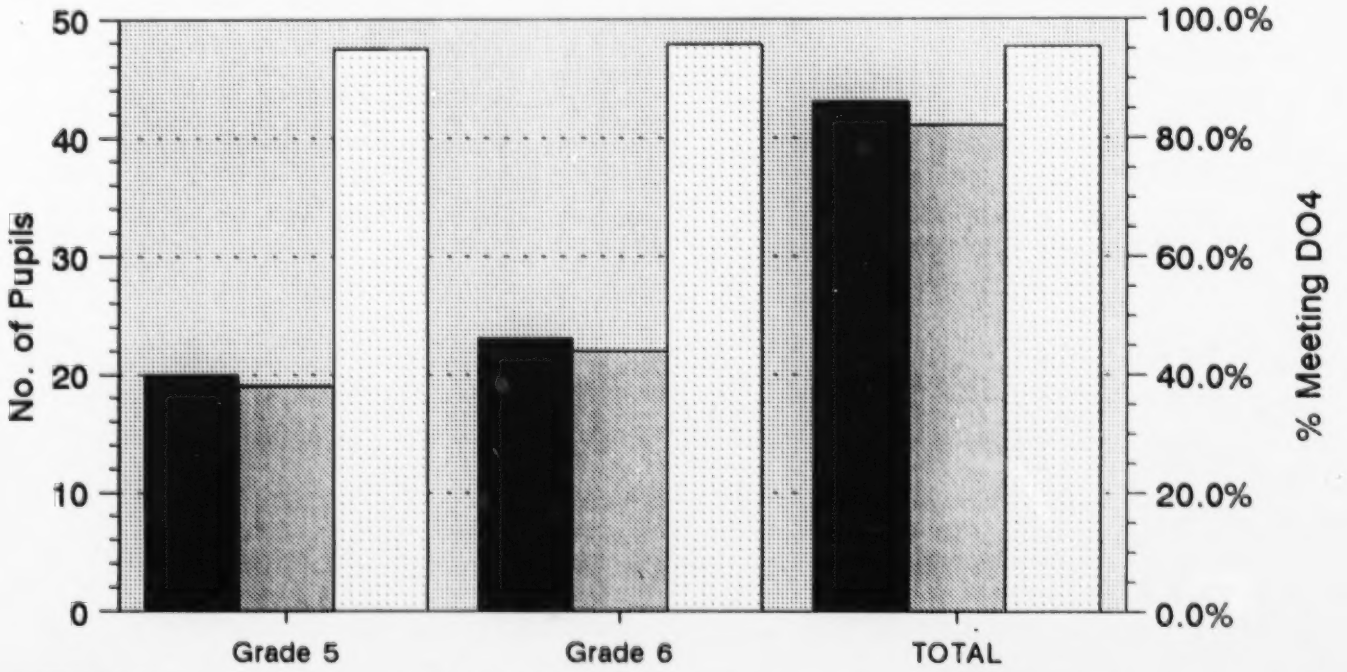
Desired Outcome 4: Positive Attitude Toward Learning
Number and Percent of Pupils Who Met Criterion by Grade Level



	Grade 5	Grade 6	TOTAL
No. in Treatment DO4	20	23	43
No. Meeting DO4	19	22	41
% Meeting DO4	95.0%	95.7%	95.3%

FIGURE 5

Of the 45 total pupils served, 43 (65.2%) met the attendance criterion to be included in the treatment group.

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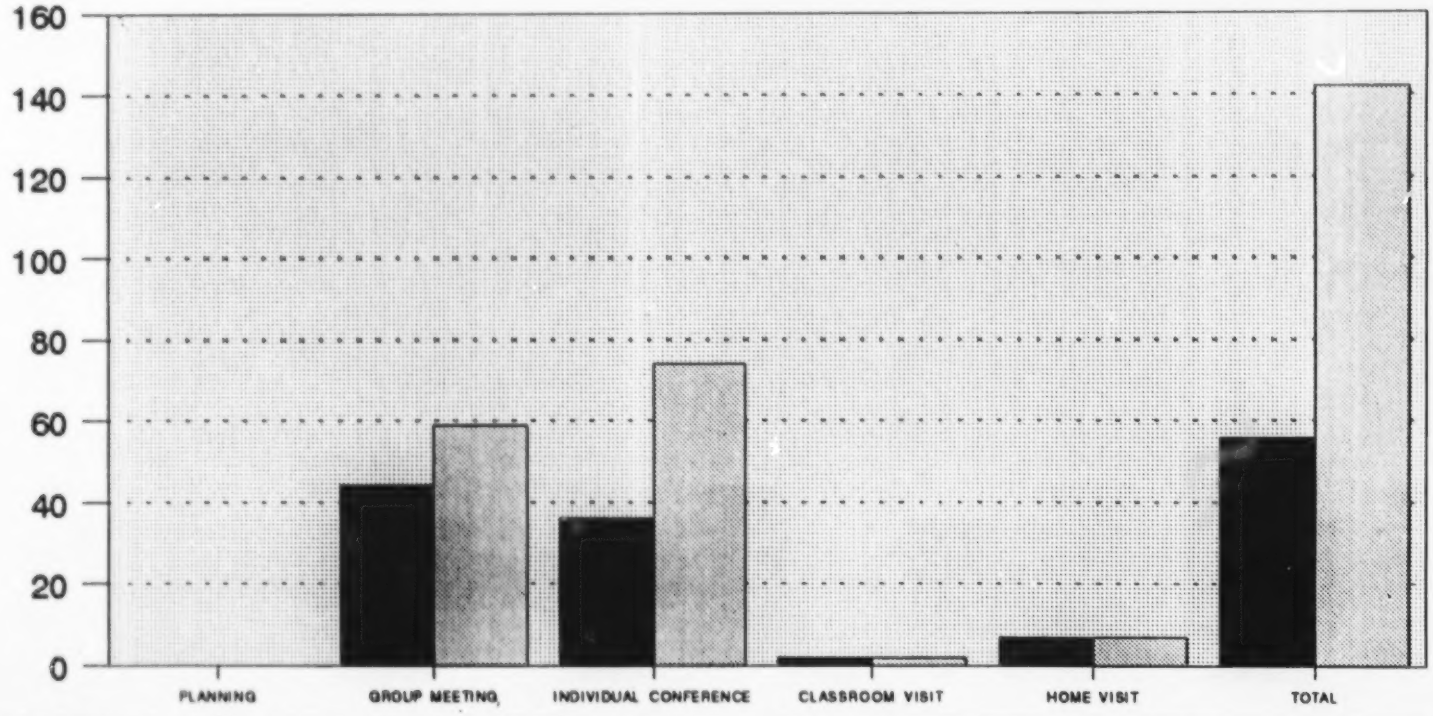
Parent Involvement Information

- Records of parent contacts and activities were maintained by program teachers. The following chart (Figure 6) presents parent involvement information for all pupils served by the Title I Middle School Summer Program.
  - > A total of 56 different individuals (parents, guardians) were involved with the Title I Middle School Summer Program.
  - > Individuals involved in group meetings (44) accounted for the greatest number of persons involved with the program.
  - > The smallest number of individuals were involved with planning (0) and classroom visits (2).
  - > A total of 142 contacts were made with the 56 individuals involved with the Title I Middle School Summer Program.
  - > Contacts involving individual conferences (74) accounted for the greatest number of contacts with the program.
  - > The smallest number of contacts with the program included planning (0) and classroom visits (2).

1995 TITLE I MIDDLE SCHOOL SUMMER PROGRAM

PARENT INVOLVEMENT FOR ALL PUPILS SERVED BY TYPE OF ACTIVITY



	PLANNING	GROUP MEETING	INDIVIDUAL CONFERENCE	CLASSROOM VISIT	HOME VISIT	TOTAL
INDIVIDUALS	0	44	36	2	7	56
CONTACTS	0	59	74	2	7	142

FIGURE 6

Total individuals is not additive across all activities as each individual may be involved in more than one activity.

Columbus Public Schools
Title I Middle School Summer Program

DESIRED OUTCOME DATA COLLECTION FORM

Summer - 1995

Student Legal Name _____ (Last, First)

Program Teacher Name _____

Student Birthdate __ __ __ __ __ __ (M M D D Y Y) Grade __ __

Program Code 9 5 0 1 9

Student Number __ __ __ __ __ __

School _____

DIRECTIONS: Place a "X" in the appropriate space when the behavior is consistently observed. In the SUMMARY column indicate whether or not the behavior was observed during the summer by circling NO or YES. NOTE: Mark a YES only if that indicator has been checked for 2 or more OBSERVATIONAL PERIODS.

D. O. 1 Evidence of Using Problem Solving Strategies (At least TWO strategies)

OUTCOME INDICATORS	OBSERVATIONAL PERIODS WK 1	WK 2	WK 3	WK 4	SUMMARY
1. Demonstrates an understanding of the problem.	___	___	___	___	NO YES
2. Checks to see if a solution is reasonable.	___	___	___	___	NO YES
3. Draws conclusions or generalizes.	___	___	___	___	NO YES
4. Tries different problem solving approaches.	___	___	___	___	NO YES

D. O. 2 Evidence of Using Literacy Strategies (At least TWO strategies)

OUTCOME INDICATORS	OBSERVATIONAL PERIODS WK 1	WK 2	WK 3	WK 4	SUMMARY
1. Uses various strategies to construct meaning.	___	___	___	___	NO YES
2. Selects appropriate reading materials.	___	___	___	___	NO YES
3. Develops projects that reflect the integration of new knowledge.	___	___	___	___	NO YES
4. Consults a variety of sources in search of information.	___	___	___	___	NO YES

D. O. 3 Uses Available Technology Appropriately (At least TWO strategies)

OUTCOME INDICATORS	OBSERVATIONAL PERIODS WK 1	WK 2	WK 3	WK 4	SUMMARY
1. Uses camera to develop projects that reflect integration of new knowledge.	___	___	___	___	NO YES
2. Uses computer to problem solve, when applicable.	___	___	___	___	NO YES
3. Uses computer to construct meaning, when applicable.	___	___	___	___	NO YES
4. Uses calculator to problem solve, when applicable.	___	___	___	___	NO YES

D. O. 4 Positive Attitude Toward Learning (At least TWO strategies)

OUTCOME INDICATORS	OBSERVATIONAL PERIODS WK 1	WK 2	WK 3	WK 4	SUMMARY
1. Listens and follows directions.	___	___	___	___	NO YES
2. Chooses to read for sustained periods of time.	___	___	___	___	NO YES
3. Chooses to participate in activities.	___	___	___	___	NO YES
4. Interacts appropriately with others.	___	___	___	___	NO YES